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ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to give them a theoretical base that can guide them while developing cooperation from others toward expanding option alternatives for students. Focus is on the role of change agents. Contents include a leader's script (material to be presented), nine transparency masters, one handout master, and three situation descriptions to be used during brainstorming activities. Topics covered include new sex roles, expected outcomes of attacking discrimination and understanding bias, and the stages of attitude change: shock/surprise, disbelief, guilt, projection, using reason, identify/action, and acceptance. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

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ED189339

Project: Strategies for Sex Fairness
College of Education
Kansas State University

MY ROLE AS A CHANGE AGENT

A Vocational Education Special Project
Kansas State Department of Education

CE 025 708

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

This packet is designed to give school personnel a theoretical base that can guide them while developing cooperation from others toward expanding option alternatives for students. It also looks at why educators should be concerned about developing this cooperation.

The packet was designed to be used alone, in combination with other packets, or to supplement existing in-service units. It was developed to facilitate discussion as well as to present information. It's effectiveness will be determined by your group's discussion and participation.

Included in this packet are:

1. A poster titled "Change Steps"

2. An in-service leader's script. This script has action guide notations in the right column.

3. Nine transparency masters:

   - New Roles
   - Expected Outcomes of: Attaching Discrimination, Understanding Bias
   - Stage 1: Shock/Surprise
   - Stage 2: Disbelief
   - Stage 3: Guilt
   - Stage 4: Projection
   - Stage 5: Using Reason
   - Stage 6: Identify/Action
   - Stage 7: Acceptance

   By covering each master with a sheet of transparency film and running both the sheet and master through a Thermafax machine, transparencies for usage with an overhead projector can be produced.

4. A handout master titled 'Educators' Sex Related Biases'. Copies of this handout for distribution can be made by using any copying machine or by using a Thermofax machine to make a ditto master.

5. Three situation descriptions to be used during brainstorming activities. These descriptions can be utilized as a transparency master or a handout master.

A suggested general format for the in-service is:

1. Before the presentation the in-service leader should

   a. become familiar with the script by pre-reading
   b. set up an overhead projector for showing transparencies, and
   c. display the enclosed poster so it is easily seen and convenient for later referral

2. The in-service leader reads the script to the group, incorporationing the action guide notations on the right hand column when appropriate.

3. The in-service leader directs the brainstorming activity. The number of situations utilized will depend on the time available. If one brainstorming situation is used, the packet should take 40-60 minutes.

4. The in-service leader can close the in-service session with group discussion if participants appear to need reaction outlet.

CHANGE STEPS

1. SHOCK/SURPRISE

2. DISBELIEF

3. GUILT

4. PROJECTION

5. USING REASON

6. IDENTIFY / ACTION

7. ACCEPTANCE

**SHOW TRANSPARENCY #1

Rapidly varying economic and social changes mean that in tomorrow's world today's students may need to assume expanded or new roles. Shown are samples of possible new roles. In the future, man's role of "breadwinner" and woman's role of "keeper of the home" is no longer the one realistic expectation. Both male and female students will need the flexibility of alike skill resources to meet the possibility of alike role responsibilities. We, as educators, are responsible for developing these skill resources so students can cope with the societal changes affecting future personal, family, and work roles.

Legislators have attempted to give impetus to schools assuming the goal of each student leaving its system with an equal and high probability of being able to survive economically, psychologically, culturally, politically, and physically. As a result, all educational institutions operate under guidlines of Title IX of the Education Amendments of 1972. Vocational educators have additional direction coming from Title II of the Education Amendments of 1976. Legislation attempts to define what actions are illegal because they represent unequal treatment of students. These treatments, defined by law as being unequal, are called discriminations. By their very nature they must be obvious and proveable. Few of us as educators ever intentionally discriminate.

In meeting Title IX and Title II guidelines, we are trying to eliminate proveable actions that others are telling us are unequal treatment of male and female students. What others tell us at best only creates action adjustments until we stop feeling harassed. Most of us, as mature and reasoning educators, govern our actions primarily by what we tell ourselves- our internal frame of reference. Influencing what we tell ourselves are our biases- including our unconscious underlying network of assumptions that says men and women are and should be different, not only physically but also in their personalities, abilities, and

occupations. Important things to remember about biases are that almost everyone growing up in the same society has similar ones and that people in general are completely unconscious they possess them. ---***---

I'm handing out results of a study where educators were surveyed for personality concepts that we tend to be assumed as being female and male. Let me give you a minute to look the list over. ---***--- These sex related biases can't be claimed just by educators. In general, everyone growing up in the American society also tends to have this same internal reference frame of personality differences between females and males. Included are parents of our students, employers that will hire our students, the community our students live in, and even the students themselves. One of the results of the biases has been the tendancy of society to steer females toward and males away from occupations of service workers, categories of retail sales workers, clerical workers, private household workers, nursing, and categories of teaching regardless of interests and aptitudes.

Sex related biases tend to interfere with the goal of both boys and girls feeling the need for lifelong planning and feeling free to choose from all options. By understanding these biases, we can see how we and others bend people out of shape to meet our preconceptions and perceptions of male and female roles and traits. Once we understand our personal biases, we can teach ourselves to develop the positive traits that we want extended to everyone. For instance, we can teach ourselves to view both boys and girls as being independent and nuturant and as this perception becomes second nature to us our actions automatically reflect our viewpoint. ---***---

Here are some of the reasons it is important to us as educators to understand our biases and be concerned about others understanding their

***
PASS OUT
HANDOUT # 1

***
PAUSE

***
SHOW
TRANSPARENCY #2

biases. On the left is what outcomes can be expected when a nation trys to expand students options just through legislations making unequal treatment illegal. On the right is the enrichment dimensions that understanding biases adds. ---***---

*** PAUSE TO GIVE READING TIME

As you can readily see, full acceptance that male and female students should have equal opportunity and options can only completely occur when we create a change in our internal reference frame - our preceptions - our attitudes. We become a change agent to ourselves. Since a school does not exist as an isolated island - we as educators need to become involved in creating attitude changes in the students' surrounding environment- become an expanding options change agent to parents, employers, the community, and even students themselves.

To be an effective change agent to yourself and others, you must be aware of the stages people experience as they work through an attitude change. You can then anticipate reactions and cope with expected behaviors as you and others move through the processing. Always keep in mind that change and learning takes a period of time. You cannot expect people to accept new ideas immediately. ---***---

*** POINT OUT STEP OUTLINE POSTER

This poster is an outline of the stages of attitude change. We will be looking at each stage separately, so use the outline to visualize the whole processing picture. For this particular attitude change we will follow people responding to information challenging their conception of how sex fair they are in the treatment of others. ---***---

*** SHOW TRANSPARENCY # 3 (Stage 1 Shock or Surprise)

When new information or circumstances challenges an individual's perceptions and understanding, a person first tends to react strongly with shock or surprise. Shown are some typical comments you may hear expressed when people first hear something discordant to their concept of their sex fairness. (READ COMMENT FROM TRANSPARENCY.) ---***---

*** SHOW TRANSPARENCY # 4 (Stage 2 Disbelief)

Following the initial reaction of shock and surprise, a person tends to resist the new information which would ask us to modify perceptions of ourselves and the world around us. We react by expressing active <u>disbelief</u>. Shown are some typical comments you may hear that reflect this disbelief. (READ COMMENTS FROM TRANSPARENCY) ---***---

***
SHOW TRANSPARENCY #5 (Stage 3 Guilt)

Moving past disbelief, people begin to listen to the new information that questions their attitudes and actions. Often this creates feeling of inadequatancy or <u>guilt</u> that they might be wrong in seeing themselves always giving others equal opportunities. Shown are some typical comments that are expressing such feelings of guilt. (READ COMMENTS FROM TRANSPARENCY) ---***---

***
SHOW TRANSPARENCY #6 (Stage 4 Projection)

Because none of us can live long with a great deal of guilt about our behavior or lack of awareness, we develop defenses to remove the guilt and to feel better about ourselves. The most common approach is to project the blame onto others. <u>Projection</u> occurs when we have listened enough to the new information to realize there is a problem but not enough to enable us to solve the problem. Shown are some comments that are samples of blaming others for our unfair attitudes and actions. (READ COMMENTS FROM TRANSPARENCY) ---***---

***
SHOW TRANSPARENCY #7 (Stage 5 Using reason)

The previous four stages have been emotional reactions to the new information challenging us to change. Once we have had the opportunity to work through our emotional reactions, we can begin to 'think' about the matter and attempt to consider the new information more rationally. In <u>using reason</u>, we start to asses our sex biases by proceeding to an open effort to collect sufficient data to feel comfortable in giving ourselves an objective evaluation. Problem solving has begun. Shown are some typical comments at this stage. (READ COMMENTS FROM TRANSPARENCY) ---***---

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SHOW TRANSPARENCY #8 (Stage 6 identify/action)

This stage of attitude change is the most difficult and the most

important. First we identify how the new information applies to our daily transactions with others. Then we determine what action changes we will establish as goals for our growth in sex fairness. We also identify what knowledges and skills we will need to accomplish these action objectives. Shown are a variety of comments that may be expressed by people when they are at this stage. (READ COMMENTS FROM TRANSPARENCY)

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SHOW TRANSPARENCY # 9 (Stage 7 acceptance)

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In this last stage of attitude change the new information becomes so integrated with our behaviour that it seems as if it has always been a part of our perceptions and understandings. We no longer have to think about acting more sex fair - it becomes second nature and automatic. Shown are comments that might be expressed when people are at this stage. (READ COMMENTS FROM TRANSPARENCY)

We have just gained an understanding of attitude changes. This understanding guides us as we become active sex fair change agents. We can train ourselves to carefully listen to and observe the actions of others. Their statements and reactions will give clues to what stage they are at in fully accepting the need to develop expanding options for today's students. The goal is to move others through their processing so their internal reference frame tells them that expanding options is indeed a problem of sufficient merit to act upon. Once at this stage, they become ready to aide our efforts. As other people in a student's environment start contributing to expanding student's options, our efforts become more effective. Through team work from all environmental fronts, students will begin leaving our school system with sufficient flexibility of skills to meet whatever challenges the future holds.

Now, let's try to use our knowledge of attitude change processing as we consider situations we may face as educators. In fact, many of

these situations may already be very familiar to you. The purpose of this activity will be to brainstorm as many suggestions as possible as to how you in your role as an administrator, teacher, or counselor can move the other parties to the stage where they become partners in expanding options for students. First we will form brainstorming groups. (NOTE: If the in-service group is small, you can operate as a whole. If the in-service group is large, subdivide into groups of 6-10)

Each group will elect one person to act as an recorder. The recorder has the task of writing down all the ideas generated by your group. Remember the basic principles of brainstorming:

. The purpose is to generate as many ideas as possible within a short amount of time.

. There is to be no evaluation of ideas. Although an idea may appear to be impractical or unworkable, that idea may stimulate someone else to contribute something which would be highly practical and workable.

A minute or two will be given for each group to read the situation facing them. (NOTE: There are three situations included as copy masters. These masters can be used to make transparencies or hand-outs describing each situation. Use one situation at a time and as many of the three as you have time for.) When I tell you brainstorming begins suggest as many ideas as you can on how to move the others in the situation to where they become partners in expanding options for your students. Your recorder will write all your ideas down. After about 10 minutes, I will call time. Then we will meet together again as a total group with each recorder giving summaries of their group's ideas. If time allows, we can finish our session with group discussion. (NOTE: If more than one situtation is considered do each as a separate unit before remeeting as a total group.) ---***---

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FORM GROUPS, PASS OUT HANDOUTS OR SHOW THE TRANSPARENCY OF ONE SITUATION AT A TIME

HANDOUT MASTER

Hand out #1: EDUCATORS' SEX RELATED BIASES

Dr. Broverman and co-workers surveyed more than 600 men and 300 women married and single, ranging in age from seventeen to sixty, and in education from elementary school to advanced graduate degrees, and including members of all major religions. Regardless of age, sex, religion, education, and marital status, Americans agree that in comparison to each other, men and women typically displayed the following differences in behavior:

Men	Women
Very agressive	Not at all aggressive
Very independent	Not at all independent
Not at all emotional	Very emotional
Almost always hide emotions	Do not hide emotions at all
Very objective	Very subjective
Not at all easily influenced	Very easily influenced
Very dominant	Very submissive
Like math and science very much	Dislike math and science very much
Not at all excitable in a minor crisis	Very excitable in a minor crisis
Very active	Very passive
Very competitive	Not at all competitive
Very logical	Very illogical
Very worldly	Very home oriented
Very skilled in business	Not at all skilled in business
Know the way of the world	Do not know the way of the world
Feelings not easily hurt	Feelings easily hurt
Very adventurous	Not at all adventurous
Can make decisions easily	Have difficulty making decisions
Never cry	Cry very easily
Almost always act as a leader	Almost never act as a leader
Very self-confident	Not at all self-confident
Comfortable being aggressive	Uncomfortable being aggressive
Very ambitious	Not at all ambitious
Easily separates feelings from ideas	Cannot separate feelings from ideas
Not at all dependent	Very dependent
Never conceited about appearance	Very conceited about appearance
Think men superior to women	Think women superior to men
Talk freely about sex with men	Do not talk freely about sex with men
Not at all talkative	Very talkative
Very blunt	Very tactful
Very rough	Very gentle
Not at all aware of feelings of other	Very aware of feelings of others
Not at all religious	Very religious
Uninterested in their own appearance	Very interested in own appearance
Very sloppy in habits	Very neat in habits
Very loud	Very quiet
Very little need for security	Very strong need for security
Do not enjoy art and literature at all	Enjoys art and literature
Do not easily express tender feelings	Easily express tender feelings
Use very harsh language	Do not use harsh language at all
Very direct	Very sneaky

Inge Broverman, et al., "Sex-Role Stereotypes: A Current Appraisal", Journal of Social Issues, Vol. 28 No. 2 (1972), pp. 59-65.

TRANSPARENCY MASTERS

NEW ROLES

T-1

EXPECTED OUTCOMES OF:

ATTACKING DISCRIMINATION	UNDERSTANDING BIAS
attacks only the symptions	addresses causes
addresses only those who actively discriminate	addresses everyone
creates defensiveness and hostility	reduces defensiveness can intrigue excite, even fascinate
encourages the "compliance mentality" and minimal action	encourages positive investigation which is consistent with teachers' own goals as educators
redresses wrongs	opens opportunities
appeals to women's sense of outrage, to men's sense of altruism or guilt	appeals to everyone's sense of self-development
benefits mostly women	benefits men and women equally

T-2

Smith, Amada "New Pioneers" A Project to Eliminate Sex Bias in Occupational Education, North Carolina Department of Public Instruction, Raleigh, 1977

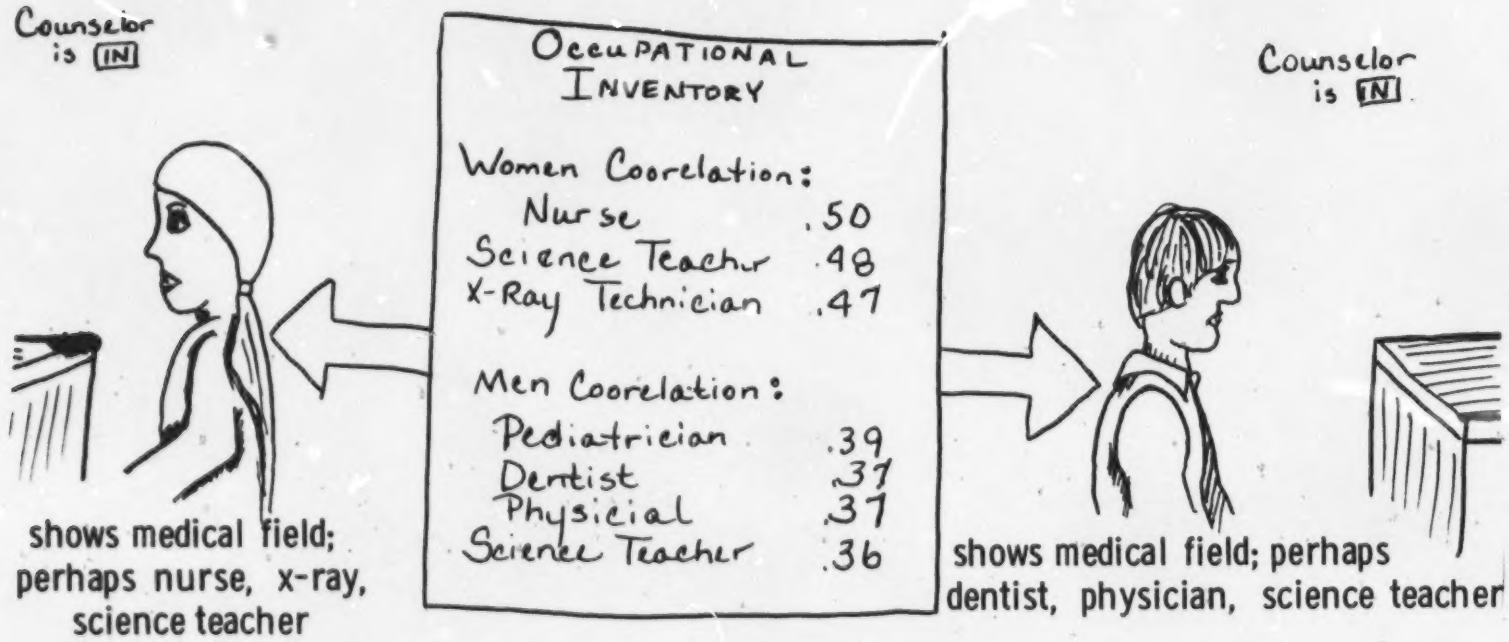
STAGE 1 - SHOCK OR SURPRISE

'What do you mean, I scare boys away from taking my sewing classes?'

'How can it be that our firm is unfair in hiring?'

T - 3

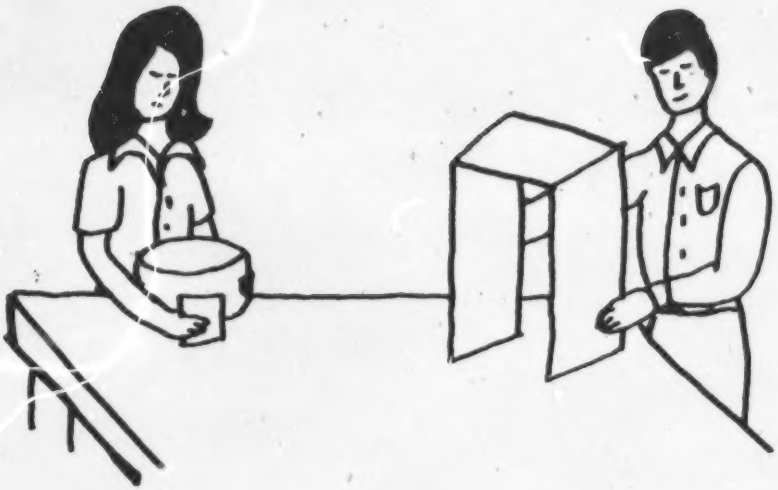
STAGE 2 - DISBELIEF



'I know I counsel every student exactly alike.'

'Every student is treated the same in our school.'

STAGE 3 - GUILT



" I don't know why I assumed girls always wanted to make something for cooking."

"Here, I thought I was really on top of it when I encouraged girls to take 'Exploration Mechanics' so they could understand boy friends talking cars."

" Why had't I realized that I always brought in only traditional type workers in for Career day activities?"

T-5

STAGE 4 - PROJECTION

'Why should we try to recuit students into non-traditional area - employers' won't hire them'

'Parents will never accept their sons learning to sew and cook - their son would be unmanly.'

'My administrator would explode if I tried something new!'

T-6

STAGE 5 - USING REASON

'You know, I did expect boys to be better at math than girls.'

'Increasing options for our students will take effort by everyone in our school but it is worth considering making the changes.'

T-7

STAGE 6 - IDENTIFY / ACTION

'I just finished contacting Frank Roberts to come and talk to the class about his duties as a nurse.'

'I'm working at developing an objective evaluation of the administrative skills of applicants for my assistant to check if my unconscious biases aren't influencing me.'

'Our recruitment task force is adding encouraging non-traditional students into our vocational program to their agenda.

T-8

STAGE 7 - ACCEPTANCE

'Our parent night dinner was a huge success - 85% of the club was there when the most we ever had for the mother/daughter banquets were 70%'

'Isn't it great - in the second year of having girls in my class I am taking 2 students to regionals - Bob and Mary.'

T-9

SITUATION DESCRIPTIONS FOR BRAINSTORMING

SITUATION # 1

You are a high school counselor. Mike comes in to see about changing his class schedule for the next semester. He had signed up for the child development class given by the home economics department because he enjoyed baby sitting in his neighborhood and being a summer counselor at a day camp. Some of his friends have been teasing him about taking the class so he went to see the instructor. She recommended that he wait until college and take child development as an elective when there would be less likelyhood of jokes being made. Suggest how you can be an attitude change agent to Mike, Mike's friends, or the child development teacher.

SITUATION # 2

Mr. Harvey, the counselor, Ms. James, the health teacher, and Mr. Anderson, the electronics teacher want to go to area high schools and present vocational training programs available incorporating a strong representation of non-traditional workers. Several past non-traditional students have volunteered to be included in the programs. All feel this activity would increase the consideration potential students may give non-traditional fields by showing these options are possible. The school director greets this proposed outreach negatively noting 'The non-traditional students we have been forced to take coming under their own motivation have already caused too much disruption to our procedures. That's all we need - a bunch more to have to be treated as special cases. You can't go out representing our school because there is absolutely no room for this kind of foolishness.' The three then try to enlist the support of the work-study coordinator who has her eye on becoming an administrative assistant. She is first enthusiastic until she learns the director's reaction. She then withdraws stating 'I'm not sure its worth upsetting the whole school over.' Suggest how you can be an attitude change agent to the director or to the work-study coordinator.

SITUATION #3

You are the coordinator for the trade and industry programs. Mary Adams comes to you upset because she has been given her work placement assignment for her auto body course. Mary has been looking forward to testing her newly acquired skills in an actual garage, but has been placed in the parts department of a local car agency. She complained to the instructor who told her that participating employers wouldn't have her in the shop area, so he felt lucky to have found this slot. You check with the instructor and find he didn't want to jeopardize his good relationships with his cooperating firms so he just mentioned Mary to a couple and when they hesitated he backed off. Suggest how you can be an attitude change agent to the auto body instructor or to the cooperating firms.